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ABSTRACT

This article examines how two institutions (Ontario's provincial Ministry of Education and Training, as represented by the Minister of Education, and administrators and principals in multiethnic school boards) have chosen paths that have led directly to the current problems with language provision, and concomitantly, to a high percentage of student failures on report cards and standardized tests. After discussing the current state of English as a Second Language (ESL) in K-12 schools (ESL as a non-entity and rhetoric versus reality), the article delineates "myths, related delusions, and damning consequences" of poor decisions made in the name of public education, including the following: misinterpretation of inclusive education; the role of the ESL teacher; the myth that all teachers are ESL teachers; learning languages through content instruction; the myth of equity; and the myth of responsibility. The article concludes that until educators can articulate the mistakes that have been made, they can never redirect practice or redress injustices in any real way. Data from research on ESL students are attached. (SM)

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